This course surveys six key regions of the globe with an emphasis on the period c. 1700 – 1940, and a focus on the themes of state formation, economic development and underdevelopment, and the formation of religious and ethnic identities. We will have both a primary reading assignment, to be read by all class members, and a secondary reading assignment, to be presented to the class by individual students in turn.

1 [Jan 13]. Introduction: What is World History?

2 [Jan 20]. Imperial China

SECONDARY READING: Madeleine Zelin, The Magistrate’s Tael: Rationalizing Fiscal Reform in Eighteenth Century Ch’ing China (Cambridge MA, 1984)

3 [Jan 27]. Twentieth Century China
Prasenjit Duara, Culture, Power and the State: Rural North China, 1900-1942 (Stanford, 1988)


4 [Feb 3]. The Islamic world: the classical era
Dina Rizk Khoury, State and provincial society in the Ottoman empire: Mosul, 1540-1834 (Cambridge, 1997)

5 [Feb 10]. The Islamic world: the modern era
Beshara Doumani, Rediscovering Palestine: merchants and peasants in Jabal Nablus, 1700-1900 (Berkeley, 1995)


[Feb 17 NO CLASSES – MIDTERM RECESS]

6 [Feb 24] Pre-modern South Asia
Sumit Guha, Environment and Ethnicity in India, 1200-1991 (Cambridge, 1999)


7 [Mar 3]. Modern South Asia
Nandini Gooptu, The Politics of the Urban Poor in Early Twentieth-Century India (Cambridge, 2001)

SECONDARY READING: Jacques Pouchepadass, Land, power, and market: a Bihar District under colonial rule, 1860-1947 (New Delhi, 2000)

8 [Mar 10]. Africa: macro versus micro approaches
John Iliffe, Africans: the history of a continent (Cambridge, 1995)

SECONDARY READING: Landeg White, Magomero: portrait of an African village (Cambridge, 1987)

9 [Mar 17]. Africa: special topics


10 [Mar 24]. Colonial Latin America
Steve J. Stern, Peru's Indian peoples and the challenge of Spanish conquest: Huamanga to 1640 (Madison, 1982)


11 [Mar 31]. Independent Latin America
Emilio Kouri, A Pueblo Divided: Business, Property, and Community in Papantla, Mexico (Stanford, 2004)

SECONDARY READING: Michael Taussig, The Devil and Commodity Fetishism in South America (Chapel Hill, 1980)
[April 7 NO CLASSES – PASSOVER RECESS]

12 [Apr 14]. Red North America


13 [Apr 21]. Black and White North America
Elizabeth Jameson, *All that glitters: class, conflict, and community in Cripple Creek* (Urbana, 1998)


[Apr 28 NO CLASSES – BRANDEIS FRIDAY]

* * * * * * * * * *

Course Requirements:

Each student is required to attend and **participate actively** in every class. For each meeting, each student is required to post to the course’s LATTE forum at least two **substantial** critical questions or arguments on the week’s readings. These questions must be posted no later than 10 A.M. on the day of class and **must also be presented in class** that afternoon. As this is a seminar, and not a lecture course, class participation is worth … 50% of the final grade.

From the second week, students will take turns presenting an oral introduction to the week’s secondary reading. The student responsible for the introduction will also submit a short (≈ 5 pages) critical analysis of the text. Except for the first set of short papers, which are due in our second class meeting, these papers are due on **the week before** the presentation, and together with the presentation itself will be worth a total of … 20% of the final grade.

Each student will create a complete world history syllabus of her or his own. **The syllabus must be accompanied by a substantial (10-12 page) essay** explaining and justifying the design of the course and structure of the reading and other assignments. **The syllabus may not duplicate any items from this course.** The syllabus+essay is worth … 30% of the final grade.

If you are a student with a documented disability on record at Brandeis University and with to have a reasonable accommodation made for you in this class, please see me immediately.

Students must satisfactorily complete all assignments in order to pass the course, and they must comply with University policy on academic integrity as set forward by the Office of Campus Life. Essays cannot be accepted electronically, and late assignments will be penalized.